

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 AM 10:37 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Weatherford ISD	184903			
Vendor ID #	ESC Region #			
1756002726	11			
Mailing address	City	State	ZIP Code	
1100 Longhorn Dr.	Weatherford	TX	76086-	
Primary Contact				
First name	M.I.	Last name	Title	
Kady	M	Donaghey	CTE Director	
Telephone #	Email address		FAX #	
817-598-2933	kdonaghey@weatherfordisd.com		817-598-2883	
Secondary Contact				
First name	M.I.	Last name	Title	
Deana		Lopez	Assistant Superintendent	
Telephone #	Email address		FAX #	
817-598-2804	dlopez@weatherfordisd.com			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kady	M	Donaghey	CTE Director
Telephone #	Email address		FAX #
817-598-2933	kdonaghey@weatherfordisd.com		817-598-2883

Signature (blue ink preferred) _____ Date signed _____

Kady Donaghey 10/20/17

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

During the 2016-2017 school year the PEIMS student enrollment report for Weatherford High school had 2,317 students enrolled 9-12. Approximately 70% of students in grades 9-12 were considered CTE concentrators. With the large percentage of students enrolled in a Coherent Sequence of CTE courses, almost seventy percent of Weatherford High School would benefit from this grant program.

Weatherford Independent School District's focus on ensuring students are both college and career ready will meet the match for this grant through non-Federal sources of 20% of the awarded amount. Our Career and Technical Education program is working to ensure we enroll students into courses that prepare students for high skills, high wage, or high demand occupations. Three programs we are hoping to strengthen with this grant opportunity are our Health Science, Hospitality and Tourism, and Transportation, Distribution and Logistics. These three programs align to the Occupation Trends on the Texas Career Check program.

Weatherford ISD is working to enhance 3 programs of study to ensure a clear pipeline from Weatherford High School, through Weatherford College and onto a career. The first of the three programs of study that lead into identified high-demand occupations are Health Science, leading into the identified highest demand occupation of registered nurse and fifteenth highest demand occupation of licensed vocational nurse. The second program of study that was identified as a need for enhancement is our Hospitality and Tourism program that will lead into the number four occupational trend as first-line supervisors of food preparation and serving workers. The third program of study that leads into an identified high demand occupation in the transportation career cluster is listed as the twenty-fifth for north Central Texas, the occupation of Automotive Services Technician.

Weatherford ISD CTE program will enhance these existing three career clusters through this grant opportunity. This grant will allow us to purchase equipment that uses latest technology, and is industry aligned. The equipment will allow students to increase their skills needed to complete an end of program certification or Technical-Dual Credit offerings that are provided through Weatherford College. We also offer traditional Dual-Credit through Weatherford College and many Advanced Placement courses that our students can pair with our CTE programs and create a solid foundation for an Associates or Bachelor's degree.

Each program provides a coherent sequence of courses that aligns to a Practicum course or advanced course. During these courses students are provided opportunities for work-based learning to connect what they are learning in class to on the job, real-world experiences. Our district is so very fortunate to have many local business that provide internships for these programs to ensure they are aligning learned skills to on the job application.

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Each program aligns to an industry aligned certification. Our Health Science programs offer end of program certifications in Certified Nurse Assistant and Emergency Medical Technician B through our partnership with Weatherford College. The Health Science program provides the opportunity for students to become Pharmacy Technicians. Our Transportation, Distribution, and Logistics program will be offering the Automotive Service Excellence Certification this year for the first time. Our Hospitality and Tourism program offers the Serve Safe Certification and the Serve Safe Manager Certification which aligns to National Restaurant Association Standards. This grant will allow our programs to purchase industry grade equipment which will allow students the opportunity to advance their career focused skills in the classroom. The equipment needs will expand our current program and allow for upgraded technology that aligns with the industry.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 184903				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$60,000	\$0	\$50,000	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$30,000	\$0	\$25,000	\$5,000
Grand total of budgeted costs (add all entries in each column):			\$90,000	\$0	\$75,000	\$15,000
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,750	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 184903				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$0	0
3	Tutor			0	0
Program Management and Administration					
4	Project director			0	0
5	Project coordinator			0	0
6	Teacher facilitator			0	0
7	Teacher supervisor			0	0
8	Secretary/administrative assistant			0	0
9	Data entry clerk			0	0
10	Grant accountant/bookkeeper			0	0
11	Evaluator/evaluation specialist			0	0
Auxiliary					
12	Counselor			\$0	0
13	Social worker			\$0	0
14	Community liaison/parent coordinator			\$0	0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 184903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 184903		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$50,000	\$10,000
Grand total:		\$50,000	\$10,000

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 184903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$teacher travel	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Hunter Haw Eye Elite Alignment Machine	1	\$30,000	\$25,000	\$5,000
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$25,000	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	503	21.6 %	
Limited English proficient (LEP)	75	3.2%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	9	28%	
6-10 Years Exp.	6	19%	
11-20 Years Exp.	13	40%	
20+ Years Exp.	4	13%	
No degree	3	9 %	
Bachelor's Degree	21	66 %	
Master's Degree	7	23 %	
Doctorate	1	3 %	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										647	549	598	533	2327

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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Schedule #13—Needs Assessment

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD CTE program offers all 16 Career Clusters. CTE program enrollment has grown and additional funding is needed to expand and upgrade industry grade equipment in our learning environment. Weatherford ISD is a data driven district and needs are assessed through analysis of PBMAS data, industry advisory teams, post-secondary alignment, and industry alignment. Each program of study aligns their individual needs assessment through a Beginning of Year, Middle of Year, and End of Year program evaluation.

A needs assessment and goals for improvement are completed each year. The equipment needs are evaluated by each program of study advisory board to ensure each piece of equipment, curriculum or certification offered aligns to our regional industry demands. The advisory board then critiques each piece of equipment to ensure that it aligns to what modern industry is using today in the work force. Once each individual needs list is approved, the program of study educators and advisory board members lists out the needs in order of priority and impact on the program. Requests are then made and only approved by budgetary allowances for each year.

CTE administration reviews the data provided by our local workforce commission to ensure each program focus and upgrade aligns to growing industry demand. Once this comprehensive needs evaluation is approved through our advisory board, it allows our educators to develop their industry aligned training and needs. Then it provides opportunity for industry and post-secondary feedback to ensure we are aligning our programs to prepare students for both college and career as one of our District's focus. This process is used yearly to evaluate each program and designate expenditures for program upgrades.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increasing number of non-traditional students enrolled in our CTE programs.	WISD's focus is to provide more equipment for hands on learning and appeal to students that would not traditionally enroll in Health Science, Transportation, Distribution, and Logistics, and Hospitality and Tourism. An upgrade in quantity and quality of the equipment in each program will help market these programs to all students including those who traditionally do not focus on these careers.
2.	Increasing the number of students who earn workforce certificates, industry certifications, and other high quality credentials of value. Our Health Science program is growing and we need industry aligned equipment to help better prepare our students for the CNA, Pharmacy Technician, and EMT-B Certifications. Our Transportation, Distribution, and Logistics will offer a Automotive Service Excellence Credential.	WISD currently offers three credentials in our Health Science program through our current teachers and through our partnership with Weatherford College. Students would have the needed equipment to be prepared for their internships that will expose students to applied learning and real-world work activities in the identified high-demand occupation in the health science, hospitality, and automotive industry.
3.	Strengthening linkages between secondary and postsecondary CTE programs of study.	This grant will provide equipment for programs that will ensure strategic alignment with our post-secondary partners. This grant will address the needs of out of date equipment and small quantities of equipment that we currently have. Providing equipment needs to improve our programs will better prepare students for our Technical Dual Credit programs and for a stronger career foundation for transition after high school to both college and career.
4.	Improve EOC scores as represented in Weatherford ISD's PBMAS data for all CTE students.	This grant program will improve each program of study through hands-on learning with industry grade equipment. Hands-On learning provides differentiated instruction to better prepare students for both college and career after high school. This will prepare students for high skill careers as developed on new industry aligned equipment. This innovative learning will hopefully help improve our EOC scores and increase PBMAS data for WISD.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Director	CTE Certified Teacher, CTE Administrator
2.	CTE Specialist	CTE Certified Teacher, CTE Administrator
3.	CTE Teachers	Automotive, Family & Consumer Science, and Health Science Teachers
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Secure program equipment upgrade proposals	1. Review needs assessment provided by industry	10/23/2017	12/29/2017
		2. Consult with vendors and secure procurement	1/8/2017	1/15/2017
		3. Select vendors and purchase equipment upgrades	1/15/2017	1/31/2017
		4. Purchase and install equipment	2/1/2017	2/28/2017
		5. Train teachers and students on equipment	2/1/2017	2/28/2017
2.	Equipment training and program implementation	1. Teachers will develop curriculum for new equipment	2/1/2017	2/28/2017
		2. Industry Advisory Board Review of Curriculum	3/1/2017	3/15/2017
		3. Classroom implementation	3/19/2017	5/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Student Certification Assessments	1. Provide hands-on learning with new equipment	3/19/2017	5/31/2018
		2. Implement assessment study preparation	3/19/2017	5/31/2018
		3. Student Certification Exams	5/1/2017	6/31/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Recruit non-traditional students for course enrollment	1. Roo Expo to publicize all programs	11/1/2017	11/30/2017
		2. Student Advisement for non-traditional students	11/1/2017	11/30/2017
		3. Counselor Advisement for all students	1/8/2018	1/31/2018
		4. Review Course requests for targeted classes	2/1/2018	2/28/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Technical Dual Credit Enrollment to strengthen transition after HS	1. Technical Dual Credit Parent Meeting	2/1/2018	2/28/2018
		2. Apply Texas Training	3/1/2018	3/30/2018
		3. Enroll students in Technical Dual Credit	7/9/2018	8/15/2018
		4. Monitor student progress in course	8/20/2018	12/20/2018
		5. Review successful completion	12/1/2018	12/20/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD is a continuous improvement district. Using the continuous improvement model allows all programs to monitor progress, review goal attainment, and align to our objectives. Weatherford ISD is a data driven district that sets goals that align to needs for each program or school. After data is reviewed and needs are assessed a plan is put in place to outline goals and steps to achieve the goals. Once steps or objectives are met data is reviewed and measurable goals are set to ensure continuous improvement.

CTE monitors achievement data each quarter to evaluate actions and plan for the next quarter. Each program of study sets goals at the beginning of the year that aligns to the data from the previous year. Programs meet with advisory boards to ensure industry alignment for program changes and each program completes mid-year evaluations of goals that were set. Goals are adjusted if needed and new strategies are put in place to ensure goal attainment. Each program reviews the year's data at the end of the year, completes their program evaluation along with the industry advisory board and sets goals for the next year. This continuous improvement cycle allows all educators to look at programmatic data and set goals to improve all areas utilizing best practices.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD's CTE program developed needs assessments for each program to ensure WISD is meeting all students' needs through CTE best practices. All programs have evaluated and set goals to increase certification offerings and attainment, increase Technical Dual Credit partnerships with Weatherford College and develop strong industry partners which will allow student internship opportunities.

Weatherford ISD counseling staff, in conjunction with our CTE administration, outlined course offerings for the 2018-2019 school year. This timeline provides strong academic advisement and will include targeting non-traditional students in career courses. Ensuring students are enrolled courses that align to high skill and high wage careers after high school will help grow our focus area programs. This academic advisement will also strengthen our linkage from high school to post-secondary education programs. This grant will allow industry alignment for strong programs that will produce a large amount of jobs locally according to our regional data. Academic advisement will play a large role in maximizing effectiveness of grant funds when our target courses that align with workforce trends continue to grow and develop larger numbers of students with these career focused programs.

Our CTE programs will continue to align with cross curricular focuses to ensure effectiveness of grant funds to educate students in their career focus and increase academic foundation for their core classes. Using the continuous improvement model we will assess each program of study three times a year and the CTE program as a whole, quarterly. These program evaluations will review data and ensure that all participants are working effectively to maximize our grant opportunity and student impact.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 184903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Non-Traditional Student enrollment and completion of CTE courses	1.	100% Successful Completion of currently enrolled Non-Traditional Students
		2.	Increase enrollment by 10% for the 2018-2019 school year
		3.	Increase Technical Dual Credit enrollment by 5% in the Spring Semester
2.	Certification Attainment	1.	80% pass rate of preparation materials
		2.	50% Increase in pass rate from 2016-2017 school year to 2017-18 year
		3.	Review pre-assessment data each six weeks and create plan
3.	Post Secondary Dual Technical Credit Enrollment and Completion	1.	Increase by 15% Enrollment from 16-17 to 17-18 school year
		2.	Increase successful completion by 50%
		3.	Review enrollment & six weeks grades that indicate successful completion
4.	Weatherford ISD's PBMAS data for all CTE students.	1.	Review quarterly interim assessment data
		2.	Develop targeted strategies for LEP and SPED students
		3.	Improve targeted PBMAS categories by 5%.
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weatherford ISD will collect data from the evaluation design process for this grant to ensure successful implementation of the program. The district will collect current data of non-traditional students enrolled in CTE courses and review academic achievement in the courses to measure progress and successful completion. Student course requests after academic advisement will be tallied and reviewed as well as enrollment of non-traditional students in the spring semester to rise from our current enrolled students this fall.

Monitoring student progress for certification attainment will be studied through classroom data and teacher driven interventions. Teachers providing a credential opportunity will create their own pre-assessments to monitor progress and intervene when needed. Student data of certification attainment will be collected and reviewed. Once the data is reviewed more goals will be created by the program of study teachers. The grant funded equipment will better prepare students for the certification exams.

Postsecondary partnerships with Technical Dual Credit are critical for our student's successful transition to college and career after high school. Each six weeks WISD staff will review student success in each course and provide interventions where needed. These interventions will be assessed for successful completion of the course at the end of the semester. Data will also be analyzed to determine why students might not want to take advantage of our Technical Dual Credit programs. Hopefully this data will allow for breaking some barriers for non-traditional college going students.

WISD staff will review all core interim assessments as they relate to our CTE students. We will work with core staff to provide hands on differentiated instruction with new grant purchased equipment to help students learn in a different setting. Targeted strategies will be assessed for effectiveness and improved or discontinued if not effective.

At any point in time if there are problems with project delivery that has been evaluated through our program evaluation, we will utilize our continuous improvement process to develop new goals and evaluate data from that point forward.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

This grant project identified and will fulfill the need of the high-demand occupations on the Top 25 occupations in our region as identified by occupation trends data. The first high-demand occupations identified are Registered Nurse as number one, and Licensed Practical and Licensed Vocational Nurses that were ranked 15 for our region. These align with our health science technology program of study. These combined have projected openings in our Texas region of 14,630 jobs annually from now until 2024. Annual projected salary for Registered Nurses is approximately \$71,402, and for Licensed Practical and Licensed Vocational Nurses, \$45,594 per year. Our health science program also aligns to our local community college programs that support this endeavor in the North Central Texas region.

The second focus area that was identified by the Occupational Trends was number Four on our regional data. Number four was identified as First-Line Supervisors of Food Preparation and Serving Workers. On average this occupational trend will have a projected 4,970 openings each year for our Hospitality and Tourism focused students. Annual salary projection for this field is \$35,778 per year. Our food-manager certification program is recognized by the Texas Restaurant Association and will be a credential needed for any of our students who are pursuing a career focus in Food Management.

The third focus area that this grant identifies needs for our region aligns with our Transportation, Distribution, and Logistics career cluster. Our regional occupational trends identify Heavy and Tractor-trailer Truck Drivers as number sixth projected annual openings of 7,085 with annual salary of \$41,880. This career clusters also has another job on the occupational trends list. Number twenty-five was listed as Automotive Service Technicians and Mechanics with 2,340 projected annual openings in our region with an annual salary of \$42,634.

After reviewing all of the occupational trends data WISD CTE department met with the Economic Development Council of Parker County to review our county specific data. The Council's county data identified the Health Care and Social Assistance program as the second largest sector in our county. They also predict this sector to be the fastest growing industry for the next ten years with a 3% projected growth. Our Hospitality and Tourism cluster is identified in the council's data s Accommodations and Food Services. They are forecasting a 1.8 % growth in the county over the next ten years in this area. Transportation, Distribution, and Logistics is our third focused program and is aligned to growth from the Parker County Economic Development Council as Transportation and Warehousing. This industry sector has a projected 1.3% growth over the next ten years.

This grant will strengthen these career clusters and allow WISD to provide career ready students for life after high school. This grant will focus on non-traditional career focused student enrollment, improving academic attainment for all enrolled, improving industry recognized credentials in these areas, and increasing enrollment in Technical Dual Credit, which will help with student transition from high school to college. Occupational trend alignment will allow Weatherford ISD students a career focus for industries of high-demand and high-wage occupations.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 184903	Amendment # (for amendments only):
TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.	
<p>The Economic Development Council of Parker County identified the second largest industry sector in the county as Health Care and Social Assistance. The local council projected this industry as the fastest growing industry in our county over the next ten years as well. This industry aligns to our career cluster of Health Science. Weatherford ISD's CTE career cluster of Health Science spans both secondary and postsecondary education.</p> <p>Our Health Science Endorsement starts out with high school freshman enrolling and completing our Principles of Health Science course. This course provides insight to all Health Science Careers and provides foundational knowledge and skills that will be built upon in our more advanced and rigorous Health Science courses. This course allows students the opportunity to explore many traditional and non-traditional Health Science careers such as Health Informatics, Biotechnology Research, Diagnostics, and Therapeutic careers. Students then take Medical Terminology during their sophomore year to ensure they have the foundational academic vocabulary to be successful in all other Health Science Courses and Careers.</p> <p>During their junior year of high school take our Health Science Theory and Clinical Courses which consists of career focused soft-skills such as communication, facility expectations, and professional relationships. Students learn to understand the Health Science work environment through clinical rotations at our local hospital, nursing homes, and various doctors' offices. During this time students are normally enrolled in our Anatomy and Physiology course which provides laboratory research and experiments related to the human body. Human Growth and Development is another CTE course provided for our Health Science students to understand the development process of the human body from infancy to adulthood.</p> <p>During a student's senior year the final course in the Health Science sequence is our capstone course of Practicum in Health Science. This course provides students the opportunity to focus on a certification program and internship opportunities that align to the Certified Nurses Assistant (CNA) credential, Emergency Medical Technician (EMT), or Pharmacy Technician. While students are enrolled in our Practicum course in CNA students are learning skills during the first semester and are concurrently enrolled in Weatherford College's CNA program during the second semester. The EMT program is aligned the same way where students are taking our Practicum of Health Science with an emphasis in EMT in the fall with our Weatherford ISD Health Science teacher and then are concurrently enrolled in Weatherford Colleges online EMT program in the spring. Our Pharmacy Technician Cohort spends their time learning the skills and trade in class and then intern at one of our local pharmacies.</p> <p>Our Health Science program allows students the opportunity to grow in the health science field with hands on learning, clinical rotations, job imbedded internships and Post-Secondary program completion. Many of these Health Science students also complete dual credit through Weatherford College with their core classes. The courses they are encouraged to take for Dual Credit are Psychology, Government, US History, English III, English IV, College Algebra, Physics, Biology, Environment Systems, Economics, or Contemporary Math.</p> <p>During the 2016-2017 school year, Weatherford ISD also created a College Academy which provides an opportunity for our students to graduate with an Associate's Degree. This degree plan is flexible and allows students to complete a CTE pathway of choice while enrolled in this program. Our Health Science students can graduate with an Associate's Degree from Weatherford College and an industry recognized credential through one of our Practicum of Health Science Courses.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our Transportation, Distribution and Logistics program has also articulated with Weatherford College to provide an opportunity for our students to receive a Certificate from Weatherford College upon completion of the coherent sequence of courses. Students first enroll in our Small Engines Course in the ninth grade to develop a foundation of the engine processes and parts. Students then take our Automotive Basics course to understand the automotive industry, modern technology, automotive systems, equipment, tools, and work situations they will encounter when working in the automotive industry.

These students then take our Automotive Technology I: Maintenance and Light Repair course where they are dually enrolled in Weatherford College courses of Introduction to Auto Technology, Auto Brake Systems, Auto Engine Repair, and Auto Suspension/Steering. During their senior year students take our Automotive Technology II: Automotive Service, which is aligned to Weatherford College's courses of Auto Electric Systems, Auto Engine Analysis I, Auto Electronics, and Auto Engine Analysis II. Once a student has successfully completed the requirements for these advanced courses, and Weatherford College Automotive Courses a student will be awarded a Weatherford College Level 1 Automotive Technology Certificate upon High School Graduation.

Students' have the opportunity to take all of our academic dual credit offerings provides the opportunity for students to complete partial associate's requirements up to a full associates degree for those enrolled in our Weatherford ISD College Academy. The compilation of these courses with the associate's degree courses can provide a solid foundation for a student to pursue a bachelor's degree in the appropriate career focus.

TRANSPORTATION (WC- AUTOMOTIVE TECHNOLOGY - 25 HOUR LEVEL 1 CERTIFICATE)

Automotive Technology I: Maintenance and Light Repair (2 credits)	AUMT 1305-Introduction to Auto Technology 64 hours	AUMT 1310-Auto Brake Systems 64 hours
	AUMT 1319-Auto Engine Repair 64 hours	AUMT 1316-Auto Suspension/Steering 64 hours
Automotive Technology II: Automotive Service (2 credits)	AUMT 1307- Auto Electric Systems 64 hours	AUMT 2317- Auto Engine Analysis I 64 hours
	AUMT 2437-Auto Electronics 64 hours	AUMT 2334-Auto Engine Analysis II 64 hours

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Each of our programs of study have industry partners serving on advisory boards and providing direction for each program of study that will be awarded money if we receive this grant. Our Transportation, Distribution, and Logistics partners that will review and help implement the grant are representatives from Christian Brothers, Southwest Ford, Jerry's Hyundai, Jerry's GM, Phoenix Transmission, Chris's Services, and Weatherford College. Our partners that will help us carry out the implementation through our Health Science Career Cluster are representatives from Walgreens, Medical City Weatherford, and Weatherford College. Our Hospitality and Tourism Career Cluster will have partners from Pizza Place, Weatherford ISD Child Nutrition Department, and Weatherford College.

These partner organizations have already reviewed our needs assessments for each program of study listed and will rank priority of equipment upgrades if we are awarded this grant. These partners will review our continuous improvement model during our spring meetings and continue bi-annually even after completion of the grant to ensure sustainability and industry alignment for each program. These partners not only serve on our advisory board but serve as guest speakers in the classroom, provide insight into current industry practices, provide industry driven field trip for our students and take internship placements from our practicum courses.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Each of our programs of study have industry partners that serve on our advisory boards that will provide direction and insight for curriculum alignment in each program of study. Our Transportation, Distribution, and Logistics partners that will review and help implement the grant are representatives from Christian Brothers, Southwest Ford, Jerry's Hyundai, Jerry's GM, Phoenix Transmission, Chris's Services, and Weatherford College. Our partners that will help us carry out the implementation through our Health Science Career Cluster are representatives from Walgreens, Medical City Weatherford, and Weatherford College. Our Hospitality and Tourism Career Cluster will have partners from Pizza Place, Weatherford ISD Child Nutrition Department, and Weatherford College. These partner meetings review curriculum and how it aligns to industry standards. They recommend changes in curriculum and equipment needs for each program. Most of these locations will also serve as an internship site for our practicum students participating in work based learning.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Weatherford ISD is a Continuous Improvement District. All programs align to this improvement model and cycle. This grant will be put on a quarterly continuous improvement plan to ensure sustainability of the programs the grant will invest in. Our teachers provide needs assessments aligned to industry standards. These needs are then evaluated by our program partners during advisory board meetings. These boards also complete a walk through of our labs to recommend needed upgrades that align learning to industry standards.

Once needs are evaluated for equipment, curriculum, and certifications our program of study teachers develop goals through the form of a program evaluation. These evaluations are reviewed by teachers and CTE Administrators through Beginning of the Year, Middle of the Year, and End of the Year program meetings. Each industry advisory board also reviews goal attainment and progress from the most recent biannual meeting to the current meeting. The continuous improvement cycle is standard for all CTE programs of study. The goals will align to meet the needs for the programs receiving funds from this grant. The Weatherford ISD CTE department aligns its continuous improvement plan to the district strategic plan and presents its goals to the Weatherford ISD school board. Reflecting on each year's progress, setting goals for improvement, and meetings to monitor data and goal attainment drive the continuous improvement model of all of our programs of study and CTE department.

Weatherford ISD is a data driven district that aligns what we are doing in the classroom to industry needs. WISD CTE is meeting regularly with the Economic Development Board of Parker County to ensure we are preparing students for industry careers after high school. WISD CTE also meets regularly to explore new areas of articulation with Weatherford College to ensure we can provide emerging certifications or dual credit opportunities to our high school students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 184903

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 184903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	X	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 184903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	X
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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